

Don't Forget the Families

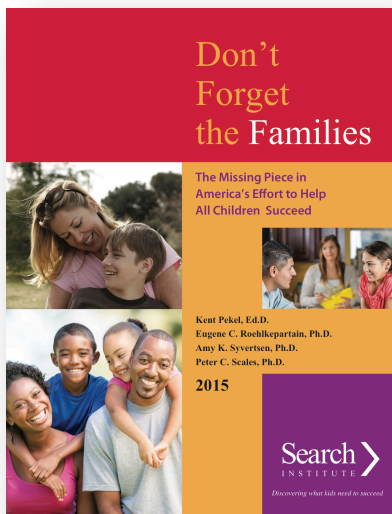
Technical Appendix



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Discovering what kids need to succeed



This technical appendix is supplementary material for the research report, *Don't Forget the Families: The Missing Piece in America's Effort to Help All Children Succeed*. The report and other material from the study can be accessed at:

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Don't Forget the Families: Technical Appendix

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Discovering what kids need to succeed

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A

Study Background and Methodology

Don't Forget the Families is the first study in Search Institute's multi-faceted agenda to understand the nature and impact of developmental relationships across the contexts of young people's lives.

Seeking to understand and strengthen developmental relationships might seem to be focusing on an amorphous, immeasurable concept that, although nice, detracts from more fundamental educational, programmatic, and policy priorities. We, along with others, would argue just the opposite: Until we become more intentional and specific about articulating and measuring the web of positive, developmental relationships in young people's lives, we will continue to struggle with achieving other priorities, including developing key character strengths in children and youth.

Building on a general research base on relationships and Search Institute's 25 years of research on Developmental Assets—which emphasized relationships as the key strategy for building the strengths young people need (Benson, 2006; Benson et al., 2006; Benson et al., 2011)—this study of families with children ages 3 to 13 is the first of a planned series of studies based on this new framework of developmental relationships. In addition to developmental relationships in families, children and youth also need to experience these relationships across time and across the multiple contexts or settings of their lives.

For optimal development, we hypothesize, young people need to be embedded in a web of

developmental relationships across the contexts of their lives. Thus, developmental relationships can and should also occur in other areas of young people's lives beyond families—in schools, in out-of-school time programs, in communities, and beyond. Similarly, relationships play critical roles throughout the span of development from cradle to career (and beyond).

A common framework

Therefore, our long-term objective is to develop a common framework for studying and strengthening developmental relationships across the web of relationships that children and youth experience in their families, schools, programs, communities, and elsewhere. In attempting to create a common framework, we seek to offer, over time:

- A shared language that links efforts across types of relationships, sectors, cultures, ideologies, ages of children and youth, and other differences in a shared commitment to young people's thriving through relationships.
- Links across divergent programmatic goals (such as teaching math or playing tennis) through a shared commitment to building developmental relationships (in the same way that cultivating leaders is relevant across many different specific goal areas).
- Actions that are specific enough to be measured within and across different types of relationships so that we can become more intentional about monitoring and strengthening the relationships in young people's lives.

To propose creating a framework for relationships across differences is not to say that the ways

developmental relationships are formed and cultivated are the same across these differences. Different people, cultures, and contexts will, and should, build relationships in ways that are consistent with their worldview, values, identity, and contexts—and with the unique characteristics of the children, youth, and adults that are in the relationships. Yet, across the rich diversity in how relationships are formed, we seek to identify and celebrate underlying processes that contribute to growth and development across our differences.

The framework and its supporting research are only in its initial stages of conceptualization and validation. Search Institute is committed to ongoing research and engagement with scholars and practitioners across multiple disciplines and contexts to collaborate with us in challenging, refining, and reshaping the framework so that it becomes, over time, a more robust and useful tool for both research and practice.

Display 1 illustrates Search Institute’s broader vision of its applied research and improvement agenda. Our objective is to become a resource to schools, youth programs, community coalitions, and other partners that seek to strengthen relationships as a core strategy for preparing young people to live, learn, work, and contribute in a complex, interconnected global economy and society. Achieving that objective will require not only conducting additional high-quality studies, but also helping organizations and coalitions understand and implement the conclusions of that research.

Ultimately, our objective is to conduct and connect studies of developmental relationships in multiple settings in order to paint a comprehensive picture of the experience and the outcomes of developmental relationships in young people’s lives. Such a mix of studies will help us understand when, where, and how young people are most likely to experience the optimal mix of close connections through which young people develop the character strengths to discover who they are, gain the ability to shape their own lives, and learn how to interact with and contribute to others.

Creation of the framework: Formative research

The developmental relationships framework is aimed at understanding and studying the dynamic interactions of close connections that produce in children and youth a desire and capacity to thrive. The framework was developed through a two-year series of research activities.

Literature review

An extensive review of the literature on family systems theory, parenting, and child and adolescent development was conducted. This work was guided by four aims:

1. Identify gaps in the scientific literature on our understanding of the transformative dynamics of parenting adult-child relationships.
2. Provide an empirical foundation for our study framework.
3. Contextualize findings from our qualitative research.
4. Identify available measures for the assessment of specific parenting adult-child interactions.

Major themes in existing research were utilized, along with other formative research, to identify and operationalize the constructs within the theoretical framework that guided survey development. Selected articles from this literature review are included in the bibliography in the study report.

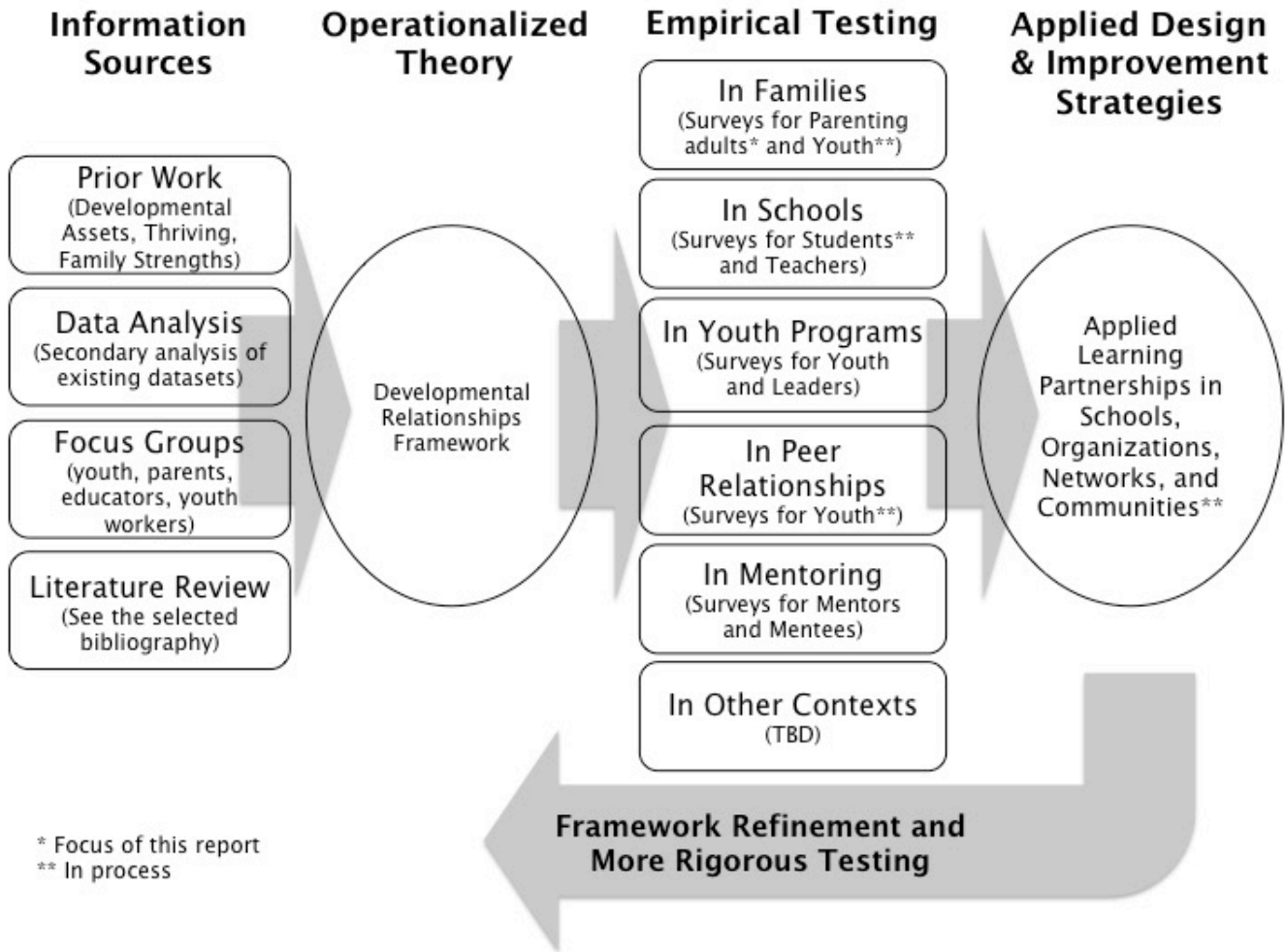
Analysis of existing data

Secondary analyses were conducted of several existing Search Institute datasets that employed measures of developmental assets, the positive youth development framework created by the institute in 1990, out of which the developmental relationships framework evolved. Some of the items used to measure those developmental assets tapped some, but not all of the essential actions of the developmental relationships framework, such as care, support, and challenge.

Display 1 Search Institute’s developmental relationships research agenda

This diagram illustrates the major components of Search Institute’s agenda for understanding and strengthening developmental relationships in the lives of children and youth. Activities identified in the left column were undertaken to build the theoretical framework.

This study is the first effort to empirically validate the framework, with a number of other studies being underway or anticipated, pending funding. We anticipate this to be a dynamic, recursive process that will lead to changes and improvements in the framework and its utilization over time.



We identified those selected items that seemed most relevant, and combined them into new measures that could partially reflect those essential actions of care/support, and challenge. Although being necessarily incomplete measures, analysis with those new measures still could afford us useful insight into how much developmental relationships were associated with various outcomes.

We conducted both cross-sectional and longitudinal correlation and regression analyses, using several datasets: (a) a sample of more than 89,000 6th-12th grade students from 26 U.S. states, surveyed in 2010 (see Benson et al., 2011); (b) a sample of 370 middle and high school students from one school district, followed for four years (Scales et al., 2006); and (c) a sample of more than 40,000 largely low-income African American and Hispanic middle and high school students from a large urban school district, followed into the next school year.

Through those analyses, we confirmed that even such incomplete measures of developmental relationships were significantly related to numerous positive outcomes related to school success, both concurrently and over time. Higher levels of developmental relationships were associated with higher levels of achievement motivation, emotional bonding to school, school engagement, and grade point averages. These linkages were found among students earning B or higher GPAs and at similar levels among students with below B averages.

Focus groups

In Fall 2013, eighteen 45-minute focus groups were conducted with parenting adults (*n* groups = 6; *n* participants = 43; 77% female), youth (age range 10-19; *n* groups = 6; *n* participants = 46; 57% female), young adults (*n* groups = 1; *n* participants = 6; 83% female), and youth workers-educators (*n* groups = 5; *n* participants = 31; 65% female).

The purpose of these focus groups was to advance our understanding of the developmental relationships that allow young people to be their very best. Through these focus groups, we aimed to

identify ways young people feel supported and meaningfully challenged to set and achieve life goals related to college, careers, and citizenship, in their relationships with parents, siblings, peers, teachers, and other adults. Parent consent and youth assent were required to participate. All focus groups were transcribed and analyzed to assess emerging themes.

Cognitive interviews

Twenty-four one-on-one cognitive interviews were conducted with parenting adults of elementary-aged children (*n* = 12) and with middle and high school youth (*n* = 12) in Spring 2014. The purpose of these cognitive interviews was to gather information about the readability, clarity, and understanding of survey items prior to administration. This information was gathered by asking participants to read each question and think aloud about what they believe the question is asking and the reasoning they use to arrive at their response. A select subset of items from across the developmental relationships framework was included in the cognitive interviews.

Participants were asked a variety of follow-up questions after each item to gauge their comprehension (e.g., What does this word mean to you? In your own words, what do you think this question is asking?), confidence in their judgment (e.g., How well do you remember this?), reasoning (e.g., How did you choose your answer?), and use of the response options (e.g., Were you able to find your first answer to the question from the response options shown?). The results of these interviews were used to revise the survey instructions and individual items.

Practitioner survey review

Five elementary educators with extensive work engaging families were recruited to provide critical, detailed feedback on the developmental relationships parent survey in Summer 2014. These reviews yielded insightful and specific recommendations, which were used to revise individual survey items. Changes that resulted from these reviews included the rephrasing of specific items, shortening of the

survey, and clarification and simplification of the survey instructions.

Technical field test

The programmed online survey was subjected to a series of internal technical field tests in the two weeks prior to the full administration. These included tests for flow, skip patterns, on-screen readability, presentation, and length.

Parent Survey Instrument

Our goal was to design a survey that captured the experience of developmental relationships between parenting adults and children ages 3 to 13 residing in the United States. Towards this end, we established a set of measurement filters to complement the principles underlying the developmental relationships framework. (See the *Underlying Principles of Developmental Relationships* section in Chapter 2 of the study report for a full discussion of these principles.) These filters were used to aid our team in making decisions about which measures to keep and which to cut. These filters were written to parallel those used to name the Developmental Assets Framework (see Benson, 2006) and Family Assets Framework (see Syvertsen, Roehlkepartain, & Scales, 2012).

The measures used in this study were drawn from previous research and Search Institute surveys. In the absence of psychometrically sound alternatives, original measures were developed. Individuals interested in seeing item-level detail on the scales summarized in Appendix B should contact Search Institute.

The survey consisted of five major sections: target child demographics, parenting adult demographics, Developmental Relationships action steps, dynamics of family life, and correlational well-being outcomes. A random subset of early participants was also invited to provide us with feedback about the survey. The survey consisted of approximately 360 items. Early in the survey, participants were told the questions in this survey were about their parenting

relationships with a specific child. Participants were then asked to select one child between the ages of 3 and 13 for whom they assume primary or shared parenting responsibility. To help participants stay focused on the target child (an issue that surfaced repeatedly in the cognitive interviews and pilot tests of the instrument), respondents were asked to identify the gender and to provide a name (or nickname) for the target child. This information was then used to tailor the survey by using gender specific pronouns and to insert the child's name directly into the question stems and questions themselves (e.g., When you and *John* DISAGREE about a decision that you need to make together, how likely are the following to happen?).

Data Collection

Two mechanisms were used to recruit parenting adults for this study. Of the 1,085 parenting adults in our final sample, 1,062 were recruited using Amazon Mechanical Turk ("MTurk"), an online crowdsourcing platform where "workers" complete tasks of their choosing in exchange for monetary payments. MTurk is increasingly being used by scholars as a cost-effective strategy for collecting data from large, diverse samples of adults.

Methodological studies of MTurk demonstrate it is a reliable and inexpensive platform for collecting high-quality data (e.g., Buhrmester, Kwang, & Gosling, 2011; Casler, Bickel, & Hackett, 2013; Mason & Suri, 2012; Paolacci & Chandler, 2014), with the responses provided by MTurk respondents largely simulating those of the general population (Goodman, Cryder, & Cheema, 2013).

Participant Recruitment

Data collection on MTurk was conducted between July 15 and November 13, 2014. Eligible MTurk respondents had to: (a) be U.S. residents; (b) have at least one child between the ages of 3 and 13; (c) have a rejection rate in the MTurk reputation system of 5% or less; and, (d) have at least 50 approved HITs (Human Intelligence Tasks). (These are both internal checks for quality within MTurk.) Since

non-White and low socioeconomic respondents tend to be underrepresented in online survey samples, the sample was restricted to racial minorities and low-income respondents (annual household income less than \$35,000 a year) during the entire month of August, and then from October 2nd until the end of data collection on November 13th.

The remainder of our sample ($n = 23$) was recruited by a community partner in a large, urban school district located in the southeastern United States between August 21 and October 31, 2014 via a direct email invitation. Participating parents took an average of 40 minutes to complete the survey.

Data cleaning

Two “attention check” questions were included in the survey (e.g., “For this item, please select the ‘often’ response option.”) as indicators of data quality. Respondents who participated via MTurk were also asked to provide the target child’s birthdate at the beginning and, again, mid-way through the survey. This was done to ensure a sustained focus on the target child throughout the survey, and to dissuade any mischievous participants from trying to sidestep the qualification of having a child in the target age range. Attempts were made to resolve discrepancies in the two participant-provided birthdates on a case-by-case basis, with corrections made in cases with clear data entry errors.

Respondents who failed three or more of the following data quality checks were removed from the data: (a) correctly answer the first attention check; (b) correctly answer the second attention check; (c) provide matching birthdates for the target child (when available); and, (d) not identified as a multivariate outlier through the calculated Mahalanobis distance. Additional participants were removed from the final data set if they had very high levels of missing data, or identified a target child outside of the focal age range for this study. The sample disposition is shown in Display 2.

Sample

This study included racially, ethnically, and socioeconomically diverse samples of participants. (See the *About the Sample* section in Chapter 2, including Displays 8 and 9.) Note that the MTurk sample was restricted to racial minorities and low-income respondents (annual household income less than \$35,000 a year) at two points during data collection in order to increase the representativeness of these subgroups in our data and thereby increase our ability to conduct subgroup analyses.

Display 2 Sample disposition

	MTurk	Community Site
	n	
Total number of respondents	14,452	65
Qualified and completed the survey	1,084	*
Qualified, but removed during data cleaning	22	42
Qualified and in final sample	1,062	23

* Only qualified parenting adults were invited by our community partner to participate in the survey.

Study Limitations

Several important points should be considered when interpreting the results of this study. This study relied on the perspectives of parenting adults in discussing both their relationship with their child and their perception of their child’s developmental strengths and wellbeing. We recognize the limitations of parent self-reports on parenting practices and child development (Collins et al., 2000). Parenting adults may be prone to overstate the quality of their relationship, and they do not have

(and should not have) an unbiased perspective on their child.

However, parenting adults do have an important perspective on their relationship and their child. It is important that we understand these relationships from parents' perspectives—even with the inevitable limitations—since those perceptions play a significant role in shaping parents attitudes and behaviors. Furthermore, asking parents about their children's development is an efficient, if imperfect, way to gain broad perspectives on development of children who are too young to complete written surveys. Future research will complement this study with other approaches, both qualitative and quantitative. For example, a study underway examines parent-adolescent relationships by linking parent and youth responses (since middle and high school youth can complete surveys). We expect that each future study will enrich, challenge, or reinforce the findings from our initial exploration of developmental relationships

This study's sample, although not random, is large and diverse, including adequate representations of diverse populations to enable examination of dynamics within subgroups. Although we must be cautious about generalizations to the whole population of the United States, this study is the largest and most diverse examination yet of *developmental relationships* in the family. As such, it offers an important first look at how parenting adults view their relationships with their children through the critical years from early childhood into early adolescence.

Further, future research will benefit from following parenting adults and children longitudinally to establish stronger causal associations by examining how change in developmental relationships over time predict change in children's character strengths.

B Technical Tables

Table 1 Mean differences in developmental relationships by parenting adult age

	Parent Age					F
	18 to 25	26 to 30	31 to 35	36 to 40	41 and older	
	<i>M</i> (SD)	<i>M</i> (SD)	<i>M</i> (SD)	<i>M</i> (SD)	<i>M</i> (SD)	
Express Care	4.31 ^a (0.58)	4.38 ^{a,b} (0.49)	4.44 ^{a,b} (0.44)	4.41 ^{a,b} (0.45)	4.48 ^b (0.40)	2.91*
Provide Support	4.21 (0.55)	4.22 (0.48)	4.23 (0.44)	4.21 (0.43)	4.27 (0.38)	0.57
Challenge Growth	4.17 (0.52)	4.21 (0.43)	4.19 (0.46)	4.22 (0.41)	4.23 (0.40)	0.46
Share Power	3.86 (0.56)	3.86 (0.51)	3.85 (0.50)	3.82 (0.48)	3.88 (0.48)	0.51
Expand Possibility	3.72 (0.65)	3.78 (0.53)	3.74 (0.57)	3.70 (0.53)	3.75 (0.53)	0.73
n	97	242	309	206	218	

Note. * $p < .05$. ** $p < .01$. *** $p < .001$. *M* = Mean on a scale ranging from 1 to 5. *SD* = Standard deviation. *F* = *F*-value produced by an analysis of variance test. Across the rows, the difference between means with different letter superscripts is statistically significant based on a post-hoc Bonferonni contrast at $p < .05$.

Table 2

Mean differences in developmental relationships by parenting adult educational attainment

	Parent Educational Attainment				F
	HS, GED, or less	Vocational, technical, or associate's degree	Bachelor's degree	Graduate or professional degree	
	<i>M</i> (SD)	<i>M</i> (SD)	<i>M</i> (SD)	<i>M</i> (SD)	
Express Care	4.41 (0.51)	4.44 (0.46)	4.40 (0.44)	4.40 (0.42)	0.45
Provide Support	4.25 (0.49)	4.24 (0.42)	4.21 (0.45)	4.22 (0.42)	0.61
Challenge Growth	4.21 (0.46)	4.22 (0.45)	4.19 (0.43)	4.23 (0.39)	0.39
Share Power	3.84 (0.54)	3.86 (0.49)	3.86 (0.49)	3.87 (0.46)	0.22
Expand Possibility	3.70 (0.62)	3.80 (0.53)	3.73 (0.54)	3.75 (0.53)	1.65
n	287	304	359	125	

Note. * $p < .05$. ** $p < .01$. *** $p < .001$. *M* = Mean on a scale ranging from 1 to 5. *SD* = Standard deviation. *F* = *F*-value produced by an analysis of variance test. Across the rows, the difference between means with different letter superscripts is statistically significant based on a post-hoc Bonferonni contrast at $p < .05$.

Table 3 Mean differences in developmental relationships by household income

	Household Income					F
	Less than \$35,000	\$35,000 to \$49,999	\$50,000 to \$74,999	\$75,000 to \$99,999	\$100,000 or more	
	<i>M</i> (SD)	<i>M</i> (SD)	<i>M</i> (SD)	<i>M</i> (SD)	<i>M</i> (SD)	
Express Care	4.40 (0.50)	4.43 (0.48)	4.41 (0.42)	4.44 (0.41)	4.43 (0.44)	0.35
Provide Support	4.23 (0.48)	4.25 (0.46)	4.23 (0.42)	4.23 (0.42)	4.22 (0.41)	0.11
Challenge Growth	4.18 (0.47)	4.23 (0.44)	4.20 (0.42)	4.26 (0.41)	4.22 (0.37)	0.86
Share Power	3.86 (0.51)	3.87 (0.51)	3.81 (0.49)	3.89 (0.44)	3.86 (0.48)	0.69
Expand Possibility	3.75 (0.56)	3.78 (0.59)	3.71 (0.54)	3.79 (0.51)	3.70 (0.54)	0.77
n	404	193	229	128	110	

Note. * $p < .05$. ** $p < .01$. *** $p < .001$. *M* = Mean on a scale ranging from 1 to 5. *SD* = Standard deviation. *F* = *F*-value produced by an analysis of variance test. Across the rows, the difference between means with different letter superscripts is statistically significant based on a post-hoc Bonferonni contrast at $p < .05$.

Table 4 **Mean differences in developmental relationships by parenting adult immigration status**

	Parent Immigration Status		t
	Born in the United States	Born outside the United States	
	<i>M</i> (SD)	<i>M</i> (SD)	
Express Care	4.41 (0.47)	4.51 (0.35)	-1.97
Provide Support	4.22 (0.45)	4.33 (0.38)	-1.62
Challenge Growth	4.20 (0.44)	4.32 (0.37)	-1.82
Share Power	3.85 (0.50)	3.93 (0.48)	-1.16
Expand Possibility	3.73 (0.56)	3.85 (0.47)	-1.44
n	1,022	50	

Note. * $p < .05$. ** $p < .01$. *** $p < .001$. *M* = Mean on a scale ranging from 1 to 5. SD = Standard deviation. t = t-value produced by an independent samples t-Test.

Table 5 Mean differences in developmental relationships by parenting adult sexual orientation

	Parent Sexual Orientation		t
	Heterosexual	Lesbian, Gay, Bisexual, Other, or Not Sure	
	<i>M</i> (SD)	<i>M</i> (SD)	
Express Care	4.42 (0.46)	4.34 (0.48)	1.67
Provide Support	4.24 (0.45)	4.15 (0.48)	1.74
Challenge Growth	4.22 (0.44)	4.11 (0.42)	2.23*
Share Power	3.86 (0.50)	3.81 (0.51)	0.84
Expand Possibility	3.74 (0.56)	3.74 (0.55)	0.13
n	986	82	

Note. * $p < .05$. ** $p < .01$. *** $p < .001$. *M* = Mean on a scale ranging from 1 to 5. SD = Standard deviation. t = t-value produced by an independent samples t-Test.

Table 6

Mean differences in developmental relationships by community type

	Community Type					F
	Rural area or small town	Town	Small city	Medium-sized city	Large city	
	<i>M</i> (SD)	<i>M</i> (SD)	<i>M</i> (SD)	<i>M</i> (SD)	<i>M</i> (SD)	
Express Care	4.45 (0.46)	4.40 (0.46)	4.42 (0.45)	4.41 (0.47)	4.40 (0.48)	0.32
Provide Support	4.25 (0.44)	4.21 (0.43)	4.23 (0.44)	4.23 (0.46)	4.22 (0.47)	0.20
Challenge Growth	4.22 (0.42)	4.20 (0.40)	4.21 (0.43)	4.21 (0.46)	4.20 (0.47)	0.05
Share Power	3.86 (0.51)	3.80 (0.48)	3.88 (0.52)	3.88 (0.48)	3.84 (0.50)	0.93
Expand Possibility	3.72 (0.51)	3.72 (0.56)	3.73 (0.57)	3.77 (0.53)	3.75 (0.58)	0.42
n	137	192	223	275	244	

Note. * $p < .05$. ** $p < .01$. *** $p < .001$. *M* = Mean on a scale ranging from 1 to 5. *SD* = Standard deviation. *F* = *F*-value produced by an analysis of variance test. Across the rows, the difference between means with different letter superscripts is statistically significant based on a post-hoc Bonferonni contrast at $p < .05$.

Table 7 Mean differences in developmental relationships by parent-reported race

	Parent Race				F
	African, African American, or Black	Asian or Pacific Islander	White	Other	
	<i>M</i> (<i>SD</i>)	<i>M</i> (<i>SD</i>)	<i>M</i> (<i>SD</i>)	<i>M</i> (<i>SD</i>)	
Express Care	4.41 (0.52)	4.27 (0.55)	4.42 (0.44)	4.47 (0.50)	2.19
Provide Support	4.28 ^a (0.54)	4.06 ^b (0.50)	4.22 ^{a,b} (0.42)	4.30 ^a (0.48)	3.82 ^{**}
Challenge Growth	4.30 ^a (0.48)	4.08 ^b (0.50)	4.19 ^{b,c} (0.43)	4.29 ^{a,c} (0.44)	5.13 ^{**}
Share Power	3.91 (0.56)	3.77 (0.47)	3.83 (0.48)	3.96 (0.53)	3.03 [*]
Expand Possibility	3.85 ^a (0.58)	3.60 ^b (0.59)	3.71 ^b (0.54)	3.87 ^a (0.59)	5.53 ^{***}
n	127	48	768	110	

Note. * $p < .05$. ** $p < .01$. *** $p < .001$. *M* = Mean on a scale ranging from 1 to 5. *SD* = Standard deviation. *F* = *F*-value produced by an analysis of variance test. Across the rows, the difference between means with different letter superscripts is statistically significant based on a post-hoc Bonferonni contrast at $p < .05$.

Table 8 Mean differences in developmental relationships by parent-reported ethnicity

	Parent Ethnicity		t
	Hispanic origin	Non-Hispanic origin	
	<i>M</i> (<i>SD</i>)	<i>M</i> (<i>SD</i>)	
Express Care	4.42 (0.51)	4.42 (0.46)	-0.07
Provide Support	4.28 (0.49)	4.22 (0.45)	-1.29
Challenge Growth	4.28 (0.48)	4.20 (0.43)	-1.74
Share Power	3.95 (0.50)	3.85 (0.50)	-2.10*
Expand Possibility	3.86 (0.58)	3.73 (0.55)	-2.37*
n	114	934	

Note. * $p < .05$. ** $p < .01$. *** $p < .001$. *M* = Mean on a scale ranging from 1 to 5. *SD* = Standard deviation. *t* = *t*-value produced by an independent samples *t*-Test.

Table 9 Mean differences in developmental relationships by parenting adult gender

	Parent Gender		t
	Male	Female	
	<i>M</i> (SD)	<i>M</i> (SD)	
Express Care	4.28 (0.51)	4.49 (0.41)	-7.03***
Provide Support	4.13 (0.51)	4.28 (0.41)	-5.00***
Challenge Growth	4.11 (0.48)	4.26 (0.41)	-5.02***
Share Power	3.78 (0.50)	3.90 (0.49)	-3.72***
Expand Possibility	3.64 (0.57)	3.80 (0.54)	-4.43***
n	381	691	

Note. * $p < .05$. ** $p < .01$. *** $p < .001$. *M* = Mean on a scale ranging from 1 to 5. SD = Standard deviation. t = t-value produced by an independent samples t-Test.

Table 10 Mean differences in developmental relationships by child gender

	Child Gender		t
	Male	Female	
	<i>M</i> (SD)	<i>M</i> (SD)	
Express Care	4.38 (0.49)	4.46 (0.43)	-2.98**
Provide Support	4.20 (0.46)	4.26 (0.44)	-2.26*
Challenge Growth	4.19 (0.45)	4.23 (0.43)	-1.56
Share Power	3.82 (0.50)	3.89 (0.50)	-2.18*
Expand Possibility	3.73 (0.55)	3.77 (0.56)	-1.23
n	578	503	

Note. * $p < .05$. ** $p < .01$. *** $p < .001$. *M* = Mean on a scale ranging from 1 to 5. *SD* = Standard deviation. *t* = *t*-value produced by an independent samples *t*-Test.

Table 11 Mean differences in developmental relationships by child age

	Child Age			F
	3 to 6	7 to 10	11 to 13	
	<i>M</i> (SD)	<i>M</i> (SD)	<i>M</i> (SD)	
Express Care	4.41 ^{a,b} (0.45)	4.47 ^a (0.45)	4.33 ^b (0.49)	7.39***
Provide Support	4.24 (0.43)	4.26 (0.47)	4.18 (0.48)	2.66
Challenge Growth	4.22 (0.41)	4.19 (0.45)	4.22 (0.45)	0.64
Share Power	3.85 (0.49)	3.89 (0.49)	3.81 (0.53)	2.19
Expand Possibility	3.76 (0.55)	3.72 (0.56)	3.76 (0.56)	0.60
n	350	453	282	

Note. * $p < .05$. ** $p < .01$. *** $p < .001$. *M* = Mean on a scale ranging from 1 to 5. *SD* = Standard deviation. *F* = *F*-value produced by an analysis of variance test. Across the rows, the difference between means with different letter superscripts is statistically significant based on a post-hoc Bonferonni contrast at $p < .05$.

Table 12 **Mean differences in developmental relationships by parenting adults' relationship to child**

	Parent Relationship with Child			F
	Birth or adoptive parent	Stepparent	Other family member, or other	
	<i>M</i> (SD)	<i>M</i> (SD)	<i>M</i> (SD)	
Express Care	4.44 ^a (0.44)	4.05 ^b (0.56)	4.42 ^a (0.49)	20.33***
Provide Support	4.24 ^a (0.45)	4.04 ^b (0.43)	4.24 ^a (0.47)	5.73**
Challenge Growth	4.21 (0.44)	4.13 (0.37)	4.23 (0.48)	1.17
Share Power	3.87 ^a (0.49)	3.58 ^b (0.48)	3.90 ^a (0.55)	9.82***
Expand Possibility	3.76 ^a (0.54)	3.56 ^b (0.49)	3.75 ^{a,b} (0.74)	3.39*
n	928	58	90	

Note. * $p < .05$. ** $p < .01$. *** $p < .001$. *M* = Mean on a scale ranging from 1 to 5. SD = Standard deviation. F = F-value produced by an analysis of variance test. Across the rows, the difference between means with different letter superscripts is statistically significant based on a post-hoc Bonferonni contrast at $p < .05$.

Table 13 Mean differences in developmental relationships by financial strain

	Financial Strain			F
	High financial strain	Some financial strain	Little or no financial strain	
	<i>M</i> (SD)	<i>M</i> (SD)	<i>M</i> (SD)	
Express Care	4.38 (0.49)	4.39 (0.47)	4.45 (0.44)	2.46
Provide Support	4.15 ^a (0.46)	4.19 ^a (0.45)	4.27 ^b (0.44)	6.35 ^{**}
Challenge Growth	4.15 ^a (0.44)	4.16 ^a (0.45)	4.25 ^b (0.43)	5.72 ^{**}
Share Power	3.72 ^a (0.54)	3.82 ^a (0.50)	3.91 ^b (0.47)	10.58 ^{***}
Expand Possibility	3.69 ^{a,b} (0.58)	3.68 ^a (0.57)	3.80 ^b (0.53)	6.05 ^{**}
n	156	371	548	

Note. * $p < .05$. ** $p < .01$. *** $p < .001$. *M* = Mean on a scale ranging from 1 to 5. SD = Standard deviation. F = F-value produced by an analysis of variance test. Across the rows, the difference between means with different letter superscripts is statistically significant based on a post-hoc Bonferonni contrast at $p < .05$.

Table 14 **Mean differences in developmental relationships by parent-reported academic concern for child**

	Academic Concern			F
	Not at all concerned	A little concerned	Somewhat, quite, or extremely concerned	
	<i>M</i> (SD)	<i>M</i> (SD)	<i>M</i> (SD)	
Express Care	4.47 ^{a,b} (0.40)	4.20 ^{b,c} (0.55)	4.04 ^{a,c} (0.65)	47.39***
Provide Support	4.27 ^a (0.41)	4.01 ^b (0.49)	3.94 ^b (0.62)	33.84***
Challenge Growth	4.24 ^a (0.41)	3.96 ^b (0.49)	4.04 ^b (0.54)	26.84***
Share Power	3.90 ^a (0.48)	3.63 ^b (0.46)	3.58 ^b (0.59)	26.66***
Expand Possibility	3.77 ^a (0.53)	3.53 ^b (0.63)	3.67 ^{a,b} (0.57)	9.36***
n	870	104	78	

Note. * $p < .05$. ** $p < .01$. *** $p < .001$. *M* = Mean on a scale ranging from 1 to 5. SD = Standard deviation. F = F-value produced by an analysis of variance test. Across the rows, the difference between means with different letter superscripts is statistically significant based on a post-hoc Bonferonni contrast at $p < .05$.

Table 15 Descriptive statistics of items in the character strengths composite scale

How on track is your child to grow up doing the following?	<i>M</i>	<i>SD</i>
Being sensitive to other people’s feelings	4.12	0.89
Taking responsibility for his/her actions	3.86	0.95
Being open to new challenges	3.87	0.94
Being a positive person	4.07	0.90
Having a talent, interest, or goal s/he is really excited about	4.13	0.92
Helping other people	4.13	0.88
Feeling hopeful about his/her future	4.07	0.90
Thinking about what might be beyond the here and now of daily life	3.59	1.12
Setting goals and working hard to reach them	3.75	1.00

Note. *M* = Mean on a scale ranging from 1 to 5. *SD* = Standard deviation. Each of the items in the Key Character Strengths Index was measured on a 5-point, Likert-type response scale ranging from *Not at all on the right track* (1) to *Very much on the right track* (5).

Table 16 Descriptive statistics of correlational outcome variables

	# Items	α	<i>M</i>	SD
Character Strengths Composite	9	0.91	3.95	0.72
Motivation to Learn	8	0.87	4.12	0.69
Personal Responsibility	3	0.73	3.66	0.79
Emotional Competence	7	0.68	3.53	0.55
Prosocial Behavior	5	0.82	4.16	0.66
Effortful Control	4	0.75	3.72	0.75
Conduct Problems	10	0.76	1.83	0.72
Impulsivity	5	0.79	2.52	0.89

Note. α = Alpha coefficient. *M* = Mean on a scale ranging from 1 to 5. SD = Standard deviation.

Table 17 Stepwise multiple regression models assessing the association between developmental relationships and character strengths

	Character Strengths Composite	Motivation to Learn	Personal Responsibility	Emotional Competence
	β	β	β	β
Child Factors				
Age	-0.00	-0.08**	-0.03	-0.00
Female	0.09***	0.15***	0.11***	0.05*
Parent Factors				
Female	-0.02	-0.03	-0.05	-0.07*
Race				
African, African American, or Black	-0.02	0.01	-0.02	0.03
Asian or Pacific Islander	-0.05	-0.02	0.02	-0.01
Other	0.01	-0.05	0.02	0.04
Hispanic	-0.03	0.02	0.01	-0.00
Immigration Status	-0.01	-0.00	-0.02	0.03
Financial Strain	-0.04	-0.04	-0.03	-0.03
Developmental Relationship Essential Actions				
Express Care	0.09*	0.23***	-0.00	0.02
Provide Support	-0.02	0.06	-0.09	-0.14*
Challenge Growth	0.16***	0.01	0.13**	0.11*
Share Power	0.42***	0.32***	0.59***	0.52***
Expand Possibility	0.10**	0.03	-0.02	0.11**
Adjusted R ²	0.465	0.397	0.406	0.344
Δ Adjusted R ² (Step 1 to 2)	0.037	0.020	0.021	0.027
Δ Adjusted R ² (Step 2 to 3)	0.417	0.335	0.371	0.319
Effect Size	0.87	0.66	0.68	0.52

Note. * $p < .05$. ** $p < .01$. *** $p < .001$. β = Standardized coefficients. A separate multiple stepwise regression was tested for each dependent variable. Child factors (age, gender) were entered in Step 1, followed by parent factors (gender, race, Hispanic ethnicity, immigration status, and financial strain) in Step 2, and the five DR category variables in Step 3. The results of Steps 1-2 are available from Search Institute.

Table 18 Stepwise multiple regression models assessing the association between developmental relationships, character strengths, and risk behaviors

	Effortful Control	Prosocial Behavior	Conduct Problems	Impulsivity
	β	β	β	β
Child Factors				
Age	-0.05	0.03	-0.02	-0.09**
Female	0.15***	0.07**	-0.09***	-0.16***
Parent Factors				
Female	-0.03	0.06*	-0.03	-0.07***
Race				
African, African American, or Black	-0.01	-0.05	0.07*	0.04*
Asian or Pacific Islander	0.03	-0.04	0.02	0.00
Other	0.01	0.03	0.04	-0.01
Hispanic	-0.01	-0.06*	-0.03	0.01
Immigration Status	0.02	0.02	-0.03	0.00
Financial Strain	-0.01	-0.02	0.12***	0.08*
Developmental Relationship Essential Actions				
Express Care	0.05	0.28***	-0.22***	0.00
Provide Support	0.03	0.06	0.06	-0.03
Challenge Growth	0.08	0.12**	-0.04	-0.02
Share Power	0.41***	0.19***	-0.37***	-0.40***
Expand Possibility	0.02	0.00	0.24***	0.19***
Adjusted R ²	0.321	0.374	0.210	0.163
Adjusted R ² (Step 1 to 2)	0.013	0.046	0.036	0.023
Δ Adjusted R ² (Step 2 to 3)	0.276	0.322	0.169	0.115
Effect Size	0.47	0.60	0.27	0.20

Note. * $p < .05$. ** $p < .01$. *** $p < .001$. β = Standardized coefficients. A separate multiple stepwise regression was tested for each dependent variable. Child factors (age, gender) were entered in Step 1, followed by parent factors (gender, race, Hispanic ethnicity, immigration status, and financial strain) in Step 2, and the five DR category variables in Step 3. The results of Steps 1-2 are available from Search Institute.

TABLE 19 **Logistic regression predicting high scores on the character strengths composite for the financially strained subgroup**

	Character Strengths Composite						
	β	SE	OR	Inverse OR	%	95% CI	
						Lower	Upper
Child Factors							
Age	0.01	0.04	1.01	0.99	99.0	0.94	1.09
Female	0.44*	0.22	1.55	0.65	64.5	1.00	2.39
Parent Factors							
Female	0.01	0.25	1.01	0.99	99.0	0.62	1.65
Developmental Relationship Essential Actions							
Express Care	0.29	0.47	1.34	0.75	74.6	0.54	3.34
Provide Support	-0.08	0.62	0.93	1.08	107.5	0.27	3.13
Challenge Growth	1.74***	0.50	5.68	0.18	17.6	2.14	15.09
Share Power	2.02***	0.41	7.57	0.13	13.2	3.37	17.03
Expand Possibility	-0.22	0.31	0.81	1.23	123.4	0.44	1.48
Pseudo R2 Range				0.32 - 0.43			
Effect Size (f2)				0.47 - 0.75			

Note. * $p < .05$. ** $p < .01$. *** $p < .001$. β = coefficients. SE = Standard error. OR = Odds ratio (e^β). Inverse OR = $1 \div$ OR. To assess the odds of scoring high on the character strengths composite scale, the dependent variable was split at the median.

TABLE 20 **Logistic regression predicting high motivation to learn for the financially strained subgroup**

	Motivation to Learn						
	β	SE	OR	Inverse OR	%	95% CI	
						Lower	Upper
Child Factors							
Age	-0.10**	0.04	0.90	1.11	111.1	0.84	0.97
Female	0.66**	0.21	1.93	0.52	51.8	1.27	2.94
Parent Factors							
Female	-0.16	0.24	0.85	1.18	117.7	0.53	1.37
Developmental Relationship Essential Actions							
Express Care	1.38**	0.47	3.96	0.25	25.3	1.59	9.84
Provide Support	0.37	0.60	1.45	0.69	69.0	0.45	4.68
Challenge Growth	0.73	0.46	2.07	0.48	48.3	0.84	5.15
Share Power	1.07**	0.38	2.90	0.34	34.5	1.37	6.14
Expand Possibility	-0.19	0.30	0.83	1.20	120.5	0.46	1.49
Pseudo R2 Range				0.29 - 0.39			
Effect Size (f2)				0.41 - 0.63			

Note. * $p < .05$. ** $p < .01$. *** $p < .001$. β = coefficients. SE = Standard error. OR = Odds ratio (e^β). Inverse OR = $1 \div$ OR. To assess the odds of scoring high on the motivation to learn scale, the dependent variable was split at the median.

TABLE 21 Stepwise multiple regression models assessing the association between select family life dynamics and developmental relationships

	Express Care	Provide Support	Challenge Growth	Share Power	Expand Possibility
	β	β	β	β	β
Child Factors					
Age	-0.05*	-0.05*	-0.01	-0.05*	-0.02
Female	0.04	0.03	0.01	0.04	0.00
Parent Factors					
Female	0.19***	0.11***	0.12***	0.10***	0.12***
Race					
African, African American, or Black	-0.05*	-0.02	0.03	-0.00	0.02
Asian or Pacific Islander	-0.04	-0.07**	-0.05	-0.01	-0.04
Other	0.00	0.00	0.04	0.01	0.03
Hispanic	-0.03	0.01	0.01	0.03	0.03
Immigration Status	0.05	0.07**	0.06*	0.03	0.05
Financial Strain	0.03	-0.03	-0.06*	-0.03	-0.06*
Family Life Dynamics					
Parental Self-Confidence	0.41***	0.45***	0.40***	0.33***	0.27***
Parent-Child Play	0.35***	0.29***	0.18***	0.37***	0.21***
Parent Stress	0.06*	0.09**	0.13***	-0.05	0.03
Parent Depression	-0.03	-0.02	-0.01	0.02	0.03
Parent Technology Use	0.07**	0.07**	0.11***	0.03	0.11***
Youth Technology Use	-0.06*	-0.00	0.01	0.04	0.08**
Adjusted R ²	0.508	0.456	0.296	0.448	0.221
Δ Adjusted R ² (Step 1 to 2)	0.060	0.051	0.052	0.042	0.044
Δ Adjusted R ² (Step 2 to 3)	0.434	0.396	0.228	0.404	0.163
Δ Adjusted R ² (Step 3 to 4)	0.003	0.006	0.012	0.002	0.003
Δ Adjusted R ² (Step 4 to 5)	0.006	0.004	0.012	0.002	0.021
Effect Size	1.03	0.84	0.42	0.81	0.28

*Note.** $p < .05$. ** $p < .01$. *** $p < .001$. β = Standardized regression coefficients. A separate multiple stepwise regression was tested for each dependent variable. Child factors (age, gender) were entered in Step 1, followed by parent factors (gender, race, Hispanic ethnicity, immigration status, and financial strain) in Step 2, the two indicators of positive parent experiences (parental self-confidence, parent-child play) in Step 3, the two indicators of negative parent experiences (parent stress, parent depression) in Step 4, and parent and youth technology use in Step 5. The results of Steps 1-4 are available from Search Institute.

Table 22 Mean differences in selected family life dynamics by parent-reported race

	Parent Race				F
	African, African American, or Black	Asian or Pacific Islander	White	Other	
	<i>M</i> (SD)	<i>M</i> (SD)	<i>M</i> (SD)	<i>M</i> (SD)	
Parental Self-Confidence	4.10 (0.74)	3.88 (0.58)	4.02 (0.63)	4.11 (0.68)	2.03
Parental Stress	2.77 (0.90)	2.69 (0.82)	2.79 (0.80)	2.70 (0.84)	0.58
Comfort with Play	4.05 (0.92)	3.88 (0.73)	3.91 (0.78)	4.12 (0.73)	3.04*
Parent Technology Use	3.47 ^a (0.74)	3.28 ^{a,b} (0.68)	3.29 ^b (0.71)	3.49 ^a (0.70)	4.42**
Youth Technology Use	2.28 (0.84)	2.06 (0.77)	2.12 (0.76)	2.30 (0.78)	3.03*
Routines	4.10 (0.62)	4.10 (0.49)	4.18 (0.51)	4.18 (0.60)	0.92
Adaptability	3.96 (0.76)	3.79 (0.64)	3.89 (0.68)	4.01 (0.62)	1.78
Community Connections	3.29 ^{a,b} (0.69)	3.24 ^{a,b} (0.57)	3.28 ^a (0.60)	3.45 ^b (0.65)	2.69*
n	127	48	768	110	

Note. * $p < .05$. ** $p < .01$. *** $p < .001$. M = Mean on a scale ranging from 1 to 5. SD = Standard deviation. F = F-value produced by an analysis of variance test. Across the rows, the difference between means with different letter superscripts is statistically significant based on a post-hoc Bonferonni contrast at $p < .05$. The omnibus F-test was significant for Comfort with Play and Youth Technology Use, however Bonferonni post-hoc contrasts revealed no statistically significant sub-group differences. These race comparisons may be underpowered due to the small number of parents who self-identified as Asian or Pacific Islander. Finding that the differences between the White and Other subgroups is significant ($p = .04$) on Community Connections, but that the difference between Other and the two remaining subgroups is not has been verified in our data but is counterintuitive. Again, comparisons with the Asian or Pacific Islander groups may be underpowered.

Table 23 Mean differences in selected family life dynamics by parent-reported ethnicity

	Parent Ethnicity		t
	Hispanic origin	Non-Hispanic origin	
	M (SD)	M (SD)	
Parental Self-Confidence	4.11 (0.66)	4.03 (0.65)	-1.36
Parental Stress	2.69 (0.82)	2.78 (0.82)	1.11
Comfort with Play	4.01 (0.72)	3.95 (0.80)	-0.84
Parent Technology Use	3.39 (0.73)	3.33 (0.71)	-0.89
Youth Technology Use	2.12 (0.85)	2.16 (0.77)	0.54
Routines	4.13 (0.57)	4.17 (0.53)	0.80
Adaptability	4.03 (0.66)	3.90 (0.68)	-1.90
Community Connections	3.36 (0.63)	3.29 (0.62)	-1.10
n	114	934	

Note. * $p < .05$. ** $p < .01$. *** $p < .001$. M = Mean on a scale ranging from 1 to 5. SD = Standard deviation. t = t-value produced by an independent samples t-Test.

Table 24 Mean differences in selected family life dynamics by child age

	Child Age			F
	3 to 6	7 to 10	11 to 13	
	<i>M</i> (SD)	<i>M</i> (SD)	<i>M</i> (SD)	
Parental Self-Confidence	4.03 (0.64)	4.06 (0.64)	3.98 (0.67)	1.35
Parental Stress	2.73 (0.89)	2.81 (0.80)	2.77 (0.74)	1.11
Comfort with Play	3.94 (0.78)	3.96 (0.80)	3.96 (0.80)	0.13
Parent Technology Use	3.33 (0.74)	3.37 (0.70)	3.29 (0.71)	1.21
Youth Technology Use	2.13 ^a (0.69)	1.87 ^b (0.63)	2.66 ^c (0.84)	106.51 ^{***}
Routines	4.17 ^{a,b} (0.52)	4.21 ^a (0.54)	4.08 ^b (0.55)	4.99 ^{**}
Adaptability	3.93 (0.69)	3.93 (0.67)	3.85 (0.70)	1.41
Community Connections	3.31 (0.60)	3.26 (0.64)	3.35 (0.59)	2.25
n	350	453	282	

Note. * $p < .05$. ** $p < .01$. *** $p < .001$. M = Mean on a scale ranging from 1 to 5. SD = Standard deviation. F = F-value produced by an analysis of variance test. Across the rows, the difference between means with different letter superscripts is statistically significant based on a post-hoc Bonferonni contrast at $p < .05$.

Table 25 Mean differences in selected family life dynamics by financial strain

	Financial Strain			F
	High financial strain	Some financial strain	Little or no financial strain	
	<i>M</i> (<i>SD</i>)	<i>M</i> (<i>SD</i>)	<i>M</i> (<i>SD</i>)	
Parental Self-Confidence	3.86 ^a (0.75)	3.95 ^a (0.67)	4.13 ^b (0.58)	14.74***
Parental Stress	3.19 ^a (0.87)	2.95 ^b (0.77)	2.53 ^c (0.75)	59.87***
Comfort with Play	3.74 ^a (0.83)	3.89 ^a (0.79)	4.05 ^b (0.77)	10.91***
Parent Technology Use	3.38 (0.78)	3.30 (0.73)	3.34 (0.68)	0.72
Youth Technology Use	2.20 (0.76)	2.11 (0.76)	2.17 (0.78)	1.08
Routines	4.03 ^a (0.53)	4.12 ^a (0.57)	4.23 ^b (0.51)	9.79***
Adaptability	3.75 ^a (0.68)	3.87 ^a (0.74)	3.98 ^b (0.63)	7.80***
Community Connections	3.08 ^a (0.61)	3.21 ^a (0.49)	3.42 ^b (0.59)	25.01***
n	156	371	548	

Note. * $p < .05$. ** $p < .01$. *** $p < .001$. M = Mean on a scale ranging from 1 to 5. SD = Standard deviation. F = F-value produced by an analysis of variance test. Across the rows, the difference between means with different letter superscripts is statistically significant based on a post-hoc Bonferonni contrast at $p < .05$.

Table 26 Stepwise multiple regression models assessing the association between family routines, adaptability, developmental relationships and character strengths

	Character Strengths Composite	Motivation to Learn	Personal Responsibility	Emotional Competence
	β	β	β	β
Child Factors				
Age	-0.00	-0.08**	-0.03	0.00
Female	0.08***	0.15***	0.11***	0.05
Parent Factors				
Female	-0.02	-0.03	-0.05	-0.07**
Race				
African, African American, or Black	-0.02	0.01	-0.01	0.03
Asian or Pacific Islander	-0.05	-0.02	0.02	-0.00
Other	0.01	-0.05	0.02	0.04
Hispanic	-0.02	0.03	0.01	-0.00
Immigration Status	-0.01	-0.00	-0.02	0.02
Financial Strain	-0.04	-0.03	-0.03	-0.02
Family Routines	0.02	0.05	0.05	0.03
Adaptability	0.04	-0.01	-0.02	0.11***
Developmental Relationship Essential Actions				
Express Care	0.09	0.21***	-0.01	0.00
Provide Support	-0.03	0.05	-0.09	-0.16**
Challenge Growth	0.16***	0.01	0.13**	0.10*
Share Power	0.41***	0.32***	0.02***	0.50***
Expand Possibility	0.09**	0.03	0.59	0.11**
Adjusted R ²	0.465	0.398	0.406	0.351
Δ Adjusted R ² (Step 1 to 2)	0.037	0.020	0.021	0.027
Δ Adjusted R ² (Step 2 to 3)	0.208	0.174	0.159	0.167
Δ Adjusted R ² (Step 3 to 4)	0.210	0.162	0.214	0.161
Effect Size	0.87	0.66	0.68	0.54

Note. * $p < .05$. ** $p < .01$. *** $p < .001$. β = Standardized coefficients. A separate multiple stepwise regression was tested for each dependent variable. Child factors (age, gender) were entered in Step 1, followed by parent factors (gender, race, Hispanic ethnicity, immigration status, and financial strain) in Step 2, and the five DR category variables in Step 3. The results of Steps 1-2 are available from Search Institute.

Table 27 Stepwise multiple regression models assessing the association between family routines, adaptability, developmental relationships, and character strengths and risk behaviors

	Prosocial Behavior	Effortful Control	Conduct Problems	Impulsivity
	β	β	β	β
Child Factors				
Age	0.04	-0.05	-0.02	-.09**
Female	0.07**	0.15***	-0.09**	-0.15***
Parent Factors				
Female	0.06*	-0.03	-0.02	-0.07*
Race				
African, African American, or Black	-0.05	-0.01	0.06*	0.03
Asian or Pacific Islander	-0.04	0.03	0.02	0.00
Other	0.03	0.01	0.04	-0.02
Hispanic	-0.06*	-0.01	-0.03	0.01
Immigration Status	0.01	0.02	-0.03	0.00
Financial Strain	-0.01	-0.00	0.11***	0.07*
Family Routines	-0.02	0.08*	-0.06	-0.05
Adaptability	0.10***	-0.04	-0.09**	-0.05
Developmental Relationship Essential Actions				
Express Care	0.27***	0.03	-0.20***	0.02
Provide Support	0.05	0.02	0.08	-0.01
Challenge Growth	0.11*	0.08	-0.02	-0.01
Share Power	-0.18***	0.40***	-0.35***	-0.39***
Expand Possibility	-0.00	0.02	0.24***	0.19***
Adjusted R ²	0.380	0.324	0.216	0.165
Adjusted R ² (Step 1 to 2)	0.046	0.013	0.036	0.023
Δ Adjusted R ² (Step 2 to 3)	0.183	0.139	0.083	0.050
Δ Adjusted R ² (Step 3 to 4)	0.146	0.141	0.094	0.069
Effect Size	0.61	0.48	0.28	0.20

Note. * $p < .05$. ** $p < .01$. *** $p < .001$. β = Standardized coefficients. A separate multiple stepwise regression was tested for each dependent variable. Child factors (age, gender) were entered in Step 1, followed by parent factors (gender, race, Hispanic ethnicity, immigration status, and financial strain) in Step 2, and the five DR category variables in Step 3. The results of Steps 1-2 are available from Search Institute.

Table 28 Stepwise multiple regression models assessing the association between community connections, developmental relationships, and character strengths

	Character Strengths Composite	Motivation to Learn	Personal Responsibility	Emotional Competence
	β	β	β	β
Child Factors				
Age	-0.00	-0.08**	-0.03	-0.01
Female	0.09***	0.15***	0.11***	0.05*
Parent Factors				
Female	-0.01	-0.03	-0.04	-0.06*
Race				
African, African American, or Black	-0.01	0.01	-0.01	0.03
Asian or Pacific Islander	-0.05	-0.02	0.02	-0.01
Other	0.01	-0.05	0.02	0.04
Hispanic	-0.02	0.02	0.01	-0.00
Immigration Status	-0.01	-0.00	-0.02	0.03
Financial Strain	-0.03	-0.04	-0.02	-0.02
Community Connections	0.11***	0.03	0.04	0.09**
Developmental Relationship Essential Actions				
Express Care	0.09*	0.23***	-0.00	0.02
Provide Support	-0.01	0.06	-0.08	-0.13*
Challenge Growth	0.15***	0.01	0.13**	0.10*
Share Power	0.39***	0.32***	0.58***	0.50***
Expand Possibility	0.06	0.02	0.01	0.08*
Adjusted R ²	0.472	0.397	0.407	0.348
Δ Adjusted R ² (Step 1 to 2)	0.037	0.020	0.021	0.027
Δ Adjusted R ² (Step 2 to 3)	0.161	0.080	0.106	0.121
Δ Adjusted R ² (Step 3 to 4)	0.264	0.255	0.267	0.203
Effect Size	0.89	0.66	0.69	0.53

Note. * $p < .05$. ** $p < .01$. *** $p < .001$. β = Standardized coefficients. A separate multiple stepwise regression was tested for each dependent variable. Child factors (age, gender) were entered in Step 1, followed by parent factors (gender, race, Hispanic ethnicity, immigration status, and financial strain) in Step 2, and the five DR category variables in Step 3. The results of Steps 1-2 are available from Search Institute.

Table 29 Stepwise multiple regression models assessing the association between community connections, developmental relationships, and character strengths and risk behaviors

	Prosocial Behavior	Effortful Control	Conduct Problems	Impulsivity
	β	β	β	β
Child Factors				
Age	0.03	-0.05	-0.02	-0.09**
Female	0.07**	0.15***	-0.09***	-0.16***
Parent Factors				
Female	0.06*	-0.02	-0.03	-0.08*
Race				
African, African American, or Black	-0.04	-0.01	0.07*	0.04
Asian or Pacific Islander	-0.04	0.03	0.02	0.00
Other	0.03	0.01	0.04	-0.01
Hispanic	-0.06*	-0.01	-0.03	0.01
Immigration Status	0.02	0.02	-0.03	0.00
Financial Strain	-0.01	0.00	0.12***	0.07*
Community Connections	0.04	0.07*	-0.01	-0.06
Developmental Relationship Essential Actions				
Express Care	0.28***	0.05	-0.22***	0.00
Provide Support	0.06	0.04	0.06	-0.04
Challenge Growth	0.12*	0.07	-0.04	-0.01
Share Power	0.18***	0.39***	-0.37***	-0.39***
Expand Possibility	-0.01	-0.01	0.24***	0.21***
Adjusted R ²	0.375	0.323	0.209	0.165
Adjusted R ² (Step 1 to 2)	0.046	0.013	0.036	0.023
Δ Adjusted R ² (Step 2 to 3)	0.080	0.091	0.015	0.022
Δ Adjusted R ² (Step 3 to 4)	0.242	0.188	0.154	0.096
Effect Size	0.60	0.48	0.26	0.20

Note. * $p < .05$. ** $p < .01$. *** $p < .001$. β = Standardized coefficients. A separate multiple stepwise regression was tested for each dependent variable. Child factors (age, gender) were entered in Step 1, followed by parent factors (gender, race, Hispanic ethnicity, immigration status, and financial strain) in Step 2, and the five DR category variables in Step 3. The results of Steps 1-2 are available from Search Institute.

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